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ABSTRACT

Intended to introduce a model, relevant preservice program for agricultural education teachers, this paper proposes a curriculum which for the most part meets the standards of the National Council for Accreditation of Teacher Education. Divided into seven sections, it covers the following topics: (1) the role of the teacher; (2) an agricultural education preservice curriculum, consisting of general, technical, and professional education; (3) instruction of prospective teachers; (4) resources and facilities, stressing the need for a separate vocational agriculture building; (5) policies and criteria for admissions to preservice teacher education; (6) standards for teacher educators; and (7) evaluation, including an agricultural education teacher evaluation plan for both formative and summative evaluation. In the section on curriculum, a justification for early student teaching is provided as well as a justification for not meeting the national accreditation standard of courses in philosophy of education or educational sociology. Each section contains two portions: first, an overview of the topic, culling the opinions and suggestions of scholars in that area; and second, the author's views. The appendixes provide national standards for teacher education, professional instructional alternatives and their comparison, and a survey form for teacher effectiveness. A bibliography is also given. (ELG)

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AGRICULTURAL EDUCATION
TEACHER EDUCATION
PRESERVICE PROGRAM

By

Samuel Clifton Ricketts

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The Ohio State University

U.S. DEPARTMENT OF HEALTH,
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EDUCATION

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TABLE OF CONTENTS

Introduction	.ii
The Role of the Teacher	.1
General Roles	2
Specific Roles	.4
Agricultural Education Preservice Curriculum	.16
General Education Curriculum	21
Technical Education Curriculum	23
Professional Education Curriculum	.25
Justification For Early Student Teaching	28
Justification For Not Meeting NCATE 2.3.2	.31
Summary of Curriculum	.33
Instruction	34
Resources and Facilities	.39
Admission to Preservice Teacher Education	43
Faculty	49
Evaluation	.58
Agricultural Education Teacher - Evaluation Plan	61
Appendix A: NCATE Standards For Basic Teacher Education Programs	69
Appendix B: Teacher Education Instructional Program Standards	.74
Appendix C: Professional Education: Instructional Alternatives	77
Appendix D: A Brief Comparison of Instructional Alternatives	78
Appendix E: Vocational Agriculture Teacher Effectiveness Survey	79
Bibliography	.80

LIST OF TABLES

Table 1. General Education Curriculum	22
Table 2. Technical Education Curriculum	24
Table 3. Professional Education Curriculum	.27
Table 4. Matches Between Courses and Roles	.33

INTRODUCTION

GOD GRANT ME THE SERENITY TO CHANGE
THE THINGS THAT I CAN, ACCEPT THE
THINGS THAT I CAN NOT CHANGE
AND THE WISDOM TO KNOW THE DIFFERENCE.

The Agricultural Education Teacher Education Program that is presented in this paper was developed with the above philosophy in mind. Most of the things which are proposed meet the national standards. Justification is given to portions of the program which do not meet the national standards. However, other portions of the program exceed the standards.

The underlying theme of the program is relevancy and modeling. The curriculum is intended to be the most relevant possible. The faculty of Agricultural Education should be a model teacher.

Each section of the paper that follows contains two portions. The first part of each section gives an overview of the area discussed. Opinions and suggestions are accumulated from selected scholars in that area. Secondly, the writer presents his suggested program as a result of the readings, nations standards, and personal bias.

THE ROLE OF THE TEACHER

The needs and character of students and the cultures surrounding them govern the shape of schools and the roles of teachers within them. Sizer (1973) states that "teacher education must help prepare those teachers for the jobs available to them." Teacher education is thus fourth in line: one cannot plan for the training of educators in the 1980s without prior consideration of students, the culture, and the schools.

Teacher education should do more than prepare a professional for a classroom, especially in Agricultural Education. A true professional must look beyond the expectations of his public and of his corporate constituency. He must understand not only the inherited traditions of skills and competencies through apprenticeship (which is, of course, what teacher complexes and teacher centers are all about); but, he must also visualize the practical implications for the learning of youngsters both of his own common sense and of theoretical reformulation based on new scientific evidence. A correctly trained teacher should be a critic of compulsory education as presently practiced, as it is a system which assumes that human beings learn in the same way at the same rates at the same time. He must understand his prejudices and opinions, and recognize his own ideologies as well as the need to prepare youngsters to develop their own.

Teaching also includes what some call methodology, others call art and what I regard largely as a complex of skills. According to Howe II (1978), "these skills are based on the ability to size up individuals, to judge their responses, and to make your responses reflect theirs, to diagnose each one's special needs and problems, to present ideas and activities in ways that will motivate interest in learning, to coordinate varied materials into their most effective impact, to sense the nuances of individual and group attitudes and feelings, and to balance all these variables with students with different rates of learning, different backgrounds, and totally different feelings."

Although these teaching skills are essential, Silberman (1970) states that "unless a teacher is also a student of teaching, he cannot grow as a teacher." An important task of teacher education is to provide teachers with a sense of purpose or with a philosophy of education. This means developing teachers' ability and their desire to think seriously, deeply, and continuously about the purposes and consequences of what they do--about the ways in which their curriculum and teaching methods, classroom and school organization, testing and grading procedures affect purpose and are affected by it.

General Roles

Needless to say, the role of the vocational agriculture instructor is to bring about student learning and satisfaction.

However, we must go one step forward. We must add placement to these. To have student learning and satisfaction without placement would force us to remove "vocational" from "vocational agriculture."

Davies (1967) includes the following as general roles of the teacher:

1. Teachers should be shown how to individualize programs for students.
2. Teachers must be given greater responsibility for their own learning and know how to learn.
3. Teachers must know how to teach students to inquire, think, organize information and ideas, and apply them to life.
4. Teachers must know how to apply technological advances to and in the education of students,
5. Teachers should be taught how to engage in team teaching and differentiated staffing.
6. Teachers should be taught how to create and use meaningful ties between the school and community.

Wiles (1967) includes the following roles of the teacher in which he has commitments:

1. Ability to deal with a range of individual differences.
2. Ability to promote a variety of types of pupil growth.
3. Abilities to diagnose and individualize instruction, to analyze group development, to be a group leader, to

communicate both with individuals and groups, to know a subject(s) well enough to approach it (them) from "different angles", and to structure and restructure knowledge.

Specific Roles

The roles of a vocational agriculture instructor are many. The role as a classroom teacher is only one of many roles. The vocational agriculture instructor must possess skills in program planning, development, and evaluation; instructional planning, instructional execution, instructional evaluation, instructional management, guidance, school/community relations, FFA, professional role and development, coordination and supervised occupational experience programs, and adult education. Specific skills or competencies of the preceding categories were further broken down by teacher, state administrative staff, teacher educators, and county supervisors by Cheek and Beeman (1978). They are:

I. Program Planning, Development, and Evaluation

1. Plan a community survey
2. Collect and analyze community survey data
3. Report and use the findings of a community survey in developing a program
4. Organize or reorganize an agricultural advisory committee
5. Maintain an agricultural advisory committee
6. Develop program goals and objectives

7. Utilize program planning guides in planning the program
8. Utilize curriculum guides in planning the program
9. Develop a course of study
10. Develop long-range plans for a program
11. Specify the long-range facility, equipment, and supply needs for a program
12. Prepare a long-range budget for the program
13. Conduct a student follow-up study
14. Evaluate the program

II. Instructional Planning

1. Determine student needs and interests
2. Develop pre-tests to determine the knowledge and skill level of students
3. Develop student performance objectives (attitudes, skills, and knowledge)
4. Plan a unit of instruction
5. Write lesson plans
6. Determine in-school learning experiences (classroom and/or laboratory)
7. Select and obtain student instructional materials
8. Prepare teacher made instructional materials

III. Instructional Execution

1. Select and use various teaching techniques
2. Conduct field trips
3. Conduct group discussions, panel discussions, and symposiums

4. Stimulate learning through brainstorming, buzz groups, and question box techniques
5. Direct students in instructing other students
6. Employ simulation techniques (role playing, case study)
7. Direct supervised study
8. Direct student laboratory experiences (shop, greenhouse, etc.)
9. Direct students in applying problem-solving techniques
10. Present information by the project method
11. Introduce a lesson
12. Summarize a lesson
13. Give a lecture
14. Employ oral questioning techniques
15. Employ reinforcement techniques
16. Provide special instruction for slow learners
17. Provide enriched instruction to challenge the abilities of the more capable student
18. Present a concept, principle, or skill through a demonstration
19. Direct individualized instruction
20. Present information through team teaching
21. Present information with the assistance of a resource person
22. Illustrate with bulletin boards and exhibits
23. Illustrate with models, real objects, and flannel boards
24. Present information with an opaque projector

25. Present information with an overhead projector
26. Present information with slides
27. Present information with filmstrips
28. Present information with audio recordings
29. Present information with sound motion pictures
30. Present information with a telelecture
31. Present information with televised and video-taped materials
32. Direct programmed instruction
33. Present information with charts
34. Present information with a chalkboard
35. Present information through an illustrated talk
36. Teach a concept or principle
37. Recognize, interpret, and utilize student actions and behavior as a teaching tool

IV. Instructional Evaluation

1. Establish criteria for student performance
2. Assess student cognitive performance (understanding of factual information)
3. Assess student affective performance (changes in attitudes, interest, etc.)
4. Assess student psychomotor performance (performance of manipulative skills and abilities)
5. Direct students self-evaluation and develop criteria for evaluation
6. Determine student grades
7. Evaluate instructional effectiveness

8. Assess the adequacy of the agricultural facilities and equipment relative to technological changes
9. Assess the adequacy of the agricultural facilities and equipment relative to the program offered
10. Determine the reasons students drop out of the program

V. Instructional Management

1. Organize the laboratory (shop, land laboratory, etc.)
2. Determine instructional resources needed
3. Provide for the safety needs of the students
4. Provide for the first aid needs of the students
5. Prepare budgets
6. Organize and maintain a filing system
7. Organize and maintain an inventory of tools, supplies, and equipment assigned to the program
8. Arrange for expanding the facilities for the program
9. Arrange for purchasing supplies and equipment for the program
10. Develop and implement a statement of departmental policy
11. Manage the instructional environment of the classroom and laboratory (lighting, temperature, house-keeping, and seating arrangements)
12. Manage and maintain the facility
13. Formulate with students acceptable standards of behavior in the classroom and laboratory
14. Develop and maintain student discipline
15. Prepare reports
16. Develop procedures for handling cash receipts

VI. Guidance

1. Gather student data through personal contacts
2. Recognize potential problems of students
3. Encourage students to discuss their career aspirations
4. Communicate with prospective and continuing students during the summer
5. Provide information on educational and career opportunities
6. Select and use appropriate student data collection sources and techniques (records, tests, etc.)
7. Use conferences to help students meet personal, educational, and vocational needs
8. Confer with the student and his parents regarding his educational development
9. Develop and maintain liaison with school guidance personnel
10. Assist students in applying for employment
11. Assist students in applying for further education

VII. School-Community Relations

1. Plan, develop, and present television programs to promote the program
2. Plan, develop, and present radio programs to promote the program
3. Obtain feedback from the school and community concerning the program
4. Give presentations to school and community groups to promote the program
5. Prepare news releases and articles to promote the program

6. Maintain liaison with members of the community
7. Conduct an open house to familiarize members of the school and community with activities of the program
8. Sponsor student-parent activities
9. Develop brochures to inform the school and community of the program
10. Develop displays in the school and community regarding the program
11. Assist in planning the goals of the total school program
12. Develop a plan for school-community relations
13. Cooperate with state and local educators (other teachers, supervisors, consultants, state staff personnel, university faculty, etc.)

VIII. FFA

1. Develop a personal philosophy toward the FFA
2. Establish a local FFA chapter
3. Orient students to the FFA chapter
4. Acquaint prospective members and their parents with the purposes, activities, and values of the FFA
5. Supervise formal initiation activities of the local FFA chapter
6. Supervise the election and installation of officers of the local FFA chapter
7. Assist in the development of a constitution and by-laws for the FFA chapter
8. Supervise students in developing a program of activities for the local FFA chapter
9. Evaluate the local FFA chapter

10. Assist students in participating in subdistrict, district, regional, state, and national activities for the FFA
11. Maintain a file of publications available for use in the local FFA chapter.
12. Supervise students in obtaining FFA degrees, awards, and scholarships
13. Assist in the preparation of state and national reports for the FFA
14. Assist students in advancing within the available degrees in the FFA
15. Assist students with the financial management of the FFA
16. Supervise social and educational activities of the local FFA chapter
17. Train teams for leadership contests
18. Prepare students for leadership roles in the FFA
19. Supervise the development of a chapter scrapbook for the FFA
20. Supervise students in planning and conducting an FFA banquet
21. Serve as an advisor or judge for subdistrict, district, regional, state, or national FFA contests
22. Assist students in participating in shows and fairs
23. Train teams for judging contests
24. Supervise students in publicizing the local FFA chapter
25. Organize school and community support for the local FFA chapter
26. Organize an alumni association

IX. Professional Role and Development

1. Establish and maintain a professional philosophy of education
2. Establish and maintain a professional philosophy of vocational education
3. Identify the basic principles of vocational education
4. Identify the need for vocational education in the state and the nation
5. Differentiate between general and vocational education
6. Establish and maintain a professional philosophy of agribusiness and natural resources education
7. Outline the administrative structure and function of the vocational education division of the State Department of Education
8. Describe all of the vocational education program areas
9. Determine the purpose and function of vocational education and agribusiness and natural resources education
10. Develop a personal plan for professional development
11. Participate in professional organizations
12. Describe the purpose and function of the State Vocational Association, State Vocational Agriculture Teachers Association, National Vocational Agriculture Teachers Association, and the American Vocational Association
13. Keep up-to-date in your professional and in your occupational speciality
14. Select, obtain, and maintain a teaching position in keeping with your professional qualifications

15. Serve community needs by contributing professional expertise to community activities
16. Attend and participate in workshops and other activities to promote professional improvement
17. Describe the funding system for vocational education in the state

X. Coordination and Supervised Occupational Experience Program

1. Establish criteria and guidelines for operating a cooperative vocational education program in agriculture
2. Establish and apply policies for managing students' attendance, transfers, and terminations
3. Identify and enroll prospective students
4. Assist students in the selection of supervised occupational experiences
5. Identify and secure prospective training stations for students
6. Develop the training ability of on-the-job instructors
7. Place students for on-the-job learning
8. Coordinate and supervise on-the-job instruction
9. Evaluate students on-the-job
10. Plan and conduct related instruction for students enrolled in cooperative vocational education in agriculture
11. Conduct an employee-employer appreciation event
12. Assist students in planning and developing long-range supervised occupational experiences
13. Supervise students with supervised occupational experience programs
14. Direct students in keeping records on their supervised occupational experience program

15. Develop an appropriate student evaluation system for supervised occupational experience programs
16. Place students on jobs upon graduation from the vocational or technical agricultural program
17. Place students in higher education after graduation
18. Involve students in evaluating cooperative work centers

XI. Adult Education

1. Organize an adult education program
2. Utilize teaching methods and techniques especially appropriate for adults
3. Advise an adult and/or young farmer organization
4. Organize demonstrations, field days, and tours for adults
5. Plan an annual program of instruction for adults
6. Utilize specialists in the adult education program
7. Conduct on-farm and on-the-job instruction for adults
8. Evaluate the effectiveness of an adult education program

Learning to accomplish these tasks is not enough. I believe that schools must also address the emotional needs of students. Research has shown that a key factor in achievement is a person's view of his locus of control. People who feel they control their lives achieve more than people who feel outside factors control them (i.e., luck, fate, . . .). One factor included in the goal of student satisfaction is that schools should help students feel capable, adequate--IN CONTROL. One's self-concept develops under

many influences but schools must be designed to contribute to the development of a positive self-concept.

According toSizer (1973), "it is obvious that a self-confident, self-aware student is more able to capitalize on abstract learning than is a youngster personally at sea." A youngster who believes in himself believes in his future and is likely to devote energy and effort to improve that future. The student's future is, of course, what education is all about: School for him is an investment. A student's self-regard (or future orientation) is a precondition for his achievement of both cognitive or affective ends and thus should be a primary task for teaching. In other words, the teacher should be a "mover of men."

One of the most basic roles of the teacher is that of being a model to his students and to all who think of him as a teacher. Being a model is a part of teaching that no teacher can escape. Whatever the level of learning or the kind of learning, teaching involves a very special relationship between the learner and the teacher. If accepted and used with skill and humility this role greatly enriches the meaning of teaching.

In order to be a successful teacher of vocational agriculture, one must be ready to assume each of these roles or skills. Therefore, the intended outcomes of our program will be teachers who are prepared to undertake the total leadership of a high school vocational agriculture program. This program will center around the eleven roles of vocational agriculture teachers discussed by Cheek and Beeman.

AGRICULTURAL EDUCATION PRESERVICE CURRICULUM

Curricula for teacher education programs are based upon a systematic approach. Throughout the last several years, the concept of "systems" has had an increasing impact on education. According to Banathy (1968), this concept denotes "deliberately designed entities, comprised of parts, which are interrelated and designed to interact in order to attain predetermined purposes. In designing a system, the main concern is to ensure that all its parts will function and interact in a way to lead to the achievement of the purpose for which the system is built."

Education can surely be considered a system in the sense described here. To be a system, however, parts of an educational program are to be integrated into a unified whole by developing them around the purpose of the educational system and by planning their interaction in a way to ensure the accomplishment of that purpose.

Many people or groups want to be involved in this planning process. Lindsey (1973) states that "teacher organizations, private funding agencies, and parent groups are becoming more insistent in their demands for a large share of responsible and important involvement in teacher education programs." Agencies in state departments of education are building into new certification standards and procedures requirements that school and college personnel assume joint responsibility for designing, conducting, and evaluating all preservice and continuing teacher education programs.

In planning the curriculum for a teacher education program, Cruickshank (1971) suggests that the following questions be addressed in a teacher education planning exercise:

1. Who should participate in the process of developing new teacher education curricula?
2. What form of change should be initiated?
3. How can training needs be identified?
4. How can training needs be translated into assumptions or other forms and assigned priorities?
5. Taking each assumption about the teacher education program, what alternative training experiences can be projected that may be expected to produce the desired result?
6. What constraints and capabilities are associated with each training alternative? Which alternative stands up best?

Cruickshank expands on Question 3, and states that "teacher educators must provide leadership in the development of improved preservice curricula for teachers. Therefore, it seems reasonable that teacher educators-in-training know and consider processes for curriculum development in teacher education." Cruickshank suggests the following twelve ways whereby the goals for a teacher education curriculum can be identified:

1. Perform a task analysis of what children must be able to do and extrapolate teacher behaviors and teaching-training activities therefrom.
2. Perform a task analysis of what teachers must be able to do to perform effectively.
3. Utilize criteria developed to encourage quality teacher education programs; for example, NCATE Standards or standards developed in the request for proposals for Phase I of the USOE CETEM Program.

4. Utilize broadly stated educational goals and extrapolate training activities.
5. Accept themes or postulates and project programs; for example, individualization of teacher education, preparation for differentiated staffing, or the teacher as a clinician.
6. State assumptions about the teacher education product or program.
7. Project what society will be like and extrapolate program for pupils and teachers.
8. Cull teacher education ideas from theorists.
9. Cull useful data from research on teacher education, instruction, or other.
10. Extrapolate training ideas from study of exemplary public schools.
11. Solicit program objectives from children, parents, teacher education students, and others.
12. Eclectic (describe).

It is hoped that the system, planning process and goals of the teacher education curriculum will be consistent with national and state standards within the field. Although meeting national standards is not essential for a teacher education program to exist, it is a goal that most programs try to achieve.

The Agricultural Education Program which will soon be described will adhere to all the national standards of the National Council For Accreditation of Teacher Education except one. (Refer to Appendix A for a list of the standards.) The exception is the standard that addresses the humanistic and behavior studies (2.3.2). The Agricultural Education program

will also adhere to the National Standards For Quality Vocational Programs In Agricultural/Agribusiness Education. (Refer to Appendix B for a list of these standards that concern the curriculum.)

As a result of reading related literature, standards and experience, the Agricultural Education Teacher Education Program which follows was developed. This program is intended to make the learning experiences of the student more relevant.

The purpose of the agricultural education curriculum in a teacher education institution should be in keeping with the demands of the general, technical and professional educational needs of those for whom the program is designed. These needs are determined largely by the job to be done while working with those enrolled in organized instruction in vocational agriculture; high school students, as well as young and adult farmer students. Because of the constant changes taking place in agriculture, objectives in the program of vocational agriculture of necessity also change.

Before a sound curriculum can be developed, certain criteria should be formulated around which the curriculum is built. These criteria should not only include the various roles that the teacher fulfills as mentioned in the first section of this paper, but should also include sound functions which will make for a well rounded curriculum. The following criteria should enhance the function of the agricultural education curriculum. The curriculum in agricultural education should:

1. Provide instruction in the professional area involving background, theory and methods of teaching necessary to make the practical experiences of students most meaningful and beneficial.
2. Provide participating experience to enable students to become familiar with methods and procedures of collecting, compiling and analyzing data in order to develop a program of work in vocational agriculture, observe good teaching under competent critic teachers, and provide participating experience in professional organizations related to the teaching profession.
3. Provide flexibility to meet individual problems, needs, interests of the students as individuals, citizens, and members of the teaching profession.
4. Provide participating experiences which will give trainees ample opportunity, under competent supervision, to participate in a functional capacity, in a full cross-section of the work of a teacher of vocational agriculture in a well organized school.
5. Provide for the student the assistance of a functional guidance program with competent counselors throughout the pre-service educational program.
6. Provide opportunities and experiences designed to develop personal, social and professional qualities inherent in good teachers of vocational agriculture.

In order to be consistent with the National Standards For Quality Vocational Programs In Agricultural/Agribusiness Education in developing the pre-service curriculum for agricultural education, the courses will be discussed in three areas: 1) General Education courses, 2) Technical Education courses, and 3) Professional Education courses. A definition of these areas follows:

1. General Education Courses - Those courses provided for all students during pre-service training which are aimed at developing attitudes, abilities, and behaviors desirable for participation in a democratic society. The training is not designed for preparing one for any specific vocation.

2. Technical Education Courses - Those courses in the pre-service curriculum which aim to develop a knowledge and understanding of scientific agriculture, including the ability to solve problems and to perform skills.
3. Professional Education Courses - Those courses in the students' pre-service preparation which provide for the specialized training of teaching vocational agriculture. The training is related specifically to the art and science of teaching and to the development of those necessary attitudes, abilities and skills in the process of teaching.

General Education Curriculum*

Few specific requirements can be set down for the general curriculum in agricultural education because of the variety of different courses offered from one teacher education institution to another. However, most all universities have general education requirements which must be met for graduation regardless of the student's major. The NCATE standard is one-third. The Agricultural Education National Standards give flexibility of 20-30 percent. This writer believes that no group needs general education more than teachers and that a general curricula should be so designed to assure that all teachers will be broadly educated and cultured persons. The requirements of the General Education Curriculum are displayed in Table 1.

*The writer is presently teaching at Middle Tennessee State University. In order for this paper to have more relevance and meaning, the courses and course numbers from Middle Tennessee State University will be used, when such courses already exist. MTSU is on the semester hour system. However, this program is vastly different from the existing program at MTSU.

Table 1. General Education Curriculum

<u>Courses and Numbers</u>	<u>Semester Hours</u>
English 101, 102, or 103	6
English 211, 221; 222 or 223	6
Biology 100, 304	7
Physical Science 100	4
History 201, 202, or 466	6
Mathematics	3
Health 310	2
P.E. Activity	4
Art 390, Music 310, Philosophy 201, History 171, 172, or 181 (Note: Any one of the courses may be selected)	3
Speech 220	3
Economics 241, Geography 200, Political Science 150 or 200, Psychology 141, Sociology 251 or 235 (Note: Any one course may be selected)	3
Total Semester Hours	47
Total Semester Hours	35.6% of Total Course Work

Technical Education Curriculum

In meeting society's need for complete programs of vocational agriculture, teachers are becoming more specialized in their teaching areas. Agricultural Education has become very diversified with students seeking teaching degrees in specific agricultural areas such as production agriculture, horticulture, agricultural mechanics, agribusiness, and natural resource and forestry conservation. This program will have a unique feature. A double major will be built into the program. The program would lead to both certification in Vocational Agriculture and a major in another area of agriculture such as horticulture, agricultural mechanics or one of the areas mentioned above.

Some of these courses will be required as in the general curriculum, while others from the same technical area will be selected by the individual, based on his/her need. Furthermore, the student will be required to take 15 semester hours in a speciality area in agriculture, in order to complete the requirements for another major. The purpose of this double major program is the recruitment of more high quality students. The students are not forced to make an "either or situation." These students can explore the field of teaching and still have another major, even if they decide that they do not want to teach. The technical education courses are displayed in Table 2.

Table 2. Technical Education Curriculum

<u>Courses and Numbers</u>	<u>Semester Hours</u>
Animal Science:	
Ag. 141 - Elements of Animal Science	3
Ag. 344 - Livestock Management	3
Elective: Animal Science 342, 381, 441, 444, or 486	3
Plant and Soil Science:	
Ag. 161 - Elements of Plant Science	3
Ag. 334 - Soil Science	3
Elective: Plant Science 361, 462, 463, 464, or 468	3
Agricultural Mechanics:	
Ag. 221 - Intro. to Ag. Engineering	3
Ag. 421 - Farm Power and Equipment	3
Ag. 422 - Methods of Teaching Agricultural Mechanics	3
Agricultural Economics:	
Ag. 313 - Principles of Ag. Economics	3
Ag. 414 - Economics of Agricultural Management	3
Agriculture Major Electives (These courses to be taken in one area: Production Agriculture, Horticulture, Agricultural Mechanics, Agribusiness, Natural Resource and Forestry Conservation)	15
Agriculture Electives (no stipulations)	6
Total Semester Hours	54
Total Semester Hours	40.9% of Total Course Work

Professional Education Curriculum

The functions of the professional curriculum in agricultural education are thought of as that phase which provides experiences and activities designed specifically to prepare prospective teachers of vocational agriculture. These experiences are related to the science and art of teaching and to the development of such desirable and competent behavior characteristics as attitudes, interests, abilities, and understandings necessary in the teaching profession.

The following is a list and brief description of the professional courses in the agricultural education program, including the course number and credit hours for each course. The professional education courses are as follows:

Education 111 - Education As a Profession: An analysis of of current school systems and the development of their common features including curricular patterns, organization and administration. Designed to assist the prospective teacher in evaluating personal qualifications in relation to professional demands. (3 hours)

Agricultural Education 201 - Early Student Teaching
(To be discussed fully in the following section of this paper.) (3 hours)

Education 211 - Psychology of Human Development and Learning: Physical, mental, social, and emotional development of the human organisms from birth to maturity; learning as behavior modifications; motivating and facilitating learning processes in social settings. The student will tutor a high school or elementary student as a requirement of this course. (3 hours)

Agricultural Education 223 - Introduction to Vocational Agricultural Education: A purpose of this course is to make the students aware of the roles of a Vocational Agriculture teacher and the requirements for becoming an agriculture teacher. The course includes a study of the duties and responsibilities of an FFA advisor, and the advisor in supervising students with occupational experience programs. (3 hours)

Agricultural Education 240 - A seminar in which students analyze field experiences. The students will be required to teach a short lesson, present a videotaped lesson and participate in class discussions. (2 hours)

Special Education 301 - Survey of the Exceptional Child: Introduction to programs and problems of children who deviate from the normal in physical, emotional, mental, and social characteristics. Includes study of screening, referral, placement, and instruction of exceptional students from pre-school ages to young adults. (Required of all individuals who major or minor in education for state certification purposes.) (3 hours)

Agricultural Education 352 - Methods and Materials For Teaching Vocational Agriculture: The areas of study in this course include the fundamentals of learning, motivating students, creating a need to learn, lesson planning and various methods to use in teaching vocational agriculture. The course includes a brief study of classroom discipline, evaluation of learning, evaluation of testing, guidance and counseling. (3 hours)

Agricultural Education 423 - Adult Education in Vocational Technical Education and Program Development: A portion of this course addresses such topics as principles of adult learning, importance of adult programs, planning to meet the needs of adults, history and legislation of adult education, and organizing and conducting programs. Special emphasis will be placed on developing a high school program in Vocational Agriculture and its relation to the total school program. (3 hours)

Education 419 - Preparing Visual Instructional Media: Design, creation and production of inexpensive learning materials. Individualized demonstration and participation in the creation of posters, displays, charts, lettering, coloring, mounting, tapes, slides, overhead transparencies, etc. Adaptation of techniques utilized to classroom instruction is emphasized. (2 hours)

Agricultural Education 411 - Directed (Student) Teaching in Agricultural Education: The Agricultural Education Student Teaching Program consists of prospective teachers spending one-half of a semester in a high school vocational agriculture program under the supervision of a university faculty member (the university supervisor) and an outstanding high school vocational agriculture teacher (the cooperating teacher). Besides planning and teaching lessons, the student will perform other duties and assignments. The student teaching will be the last half of the semester, following Agricultural Education 352, 423, and Education 419, which will be offered the first half as part of a professional block. (6 hours)

Table 3 displays the Professional Education Curriculum.

Table 3. Professional Education Curriculum

<u>Courses and Numbers</u>	<u>Semester Hours</u>
Education 111	3
Agricultural Education 201	3
Education 211	3
Agricultural Education 223	3
Special Education 301	3
Agricultural Education 352	3
Agricultural Education 423	3
Education 419	2
Agricultural Education 411	6
Agricultural Education 240	2
Total Semester Hours	31

23.5% of Total
Course Work

Justification for Early Student Teaching

The early student teaching name is used instead of early experience. The student will actually be teaching before regular classes. The purpose of this early student teaching experience is fourfold. First, the early student teaching would create a need to learn and make future education classes more relevant. (This point is discussed more in the Admission To Pre-Service Education section.) In the words of Denmark (1967), "growing out of what may be feelings bordering on panic at being confronted by the need to survive in a strange and demanding classroom environment, trainees provide questions" Andrews (1967) addresses this issue in stating that "over the years many persons--faculty and students alike--have proposed that if student teaching were to come first and the professional courses were to follow, the total course program would be much more meaningful. If the professional courses prior to student teaching are generally ineffective, as much evidence suggests, then the designer of present four year teacher education programs is boxed into a serious dilemma." Lindsey (1973) states that it is not surprising that some students complain about being forced to acquire specific skills without ever sensing or testing the role of the specifics in the context to the whole. An important aspect of the problem is failure to provide reasonable balance in the constant flow of experience back and forth between teaching as an expression of the

self in a real setting and activities designed to increase specific skills.

Howsam (1976) supports involvement with teaching as soon as students enter a teacher preparation program. "Useful direct experience, with simultaneous study of useful knowledge, divided into achievable goals for beginners and gradually increasing the difficulty of the role, is the idea form of preparation. Students should have many choices, at whatever age they choose, to engage in the real affairs of schools and communities."

A second purpose of the early student teaching experience is that the student decides whether she/he wants to teach. Andrews (1967) states that "students who found that they did not enjoy teaching, or for other reasons decided that they wanted to leave the field, would be able to transfer with much less serious consequences than at the end of the senior year."

In the section of this paper on admission to pre-service teacher education, it is recommended that the early student teacher be placed for a month each in an inner-city school, a suburban school, and a rural school. In the opinion of this writer, this arrangement would address a deeper understanding of a multi-cultural society. This would be a third purpose of the early student teaching experience. Howsam (1976) shares similar views in stating that "because all of us live in a multi-cultural society, developers of teacher preparation programs must help students devise and test strategies to cope with the real-world

demands arising from a broad range of community and ethnic concerns." Howsam (1976) makes the following recommendation:

That teacher education programs provide students with conceptual structures concerning teaching and learning which cut across ethnic and community boundaries. Also, that all teacher education students study and experience in some depth at least one of the local, regional, or national subcultures (p. 97).

Lastly, the early student teaching experience would serve as requirement for admission. Some people cannot sing. Some persons are not athletes. Some persons cannot teach and do not have "enough sense to know it." The cooperating teacher would have to give the student a recommendation for admission before the student would be admitted to the program.

As you can see, the early student teaching experience serves as part of the curriculum and as an entrance requirement. Many of the comments are summarized by Andrews (1967) in an explanation of a similar course. (The irony is that the following quote was discovered after the previous four purposes had been formulated by the writer.) The summary by Andrews (1967) is:

First, it would provide an experience which should develop readiness for later professional experiences and learnings. Second, it would provide a more adequate basis for students to select or reject teaching as a career while there is still time to transfer to other curricula without any great loss of time or credit. Third, it would give a behavioral and experiential basis for selecting and guiding the student into, or out of, the full professional teacher education curriculum and for course and experience planning.

At the end of this . . . course . . . the student and the college would jointly make the big decision which would hopefully tend to separate those committed to a career in teaching from the noncommitted (p. 240).

Justification For Not Meeting NCATE 2.3.2

If the NCATE standard requires such courses as history and philosophy of education or educational sociology, the writer chooses not to adhere to this standard. The problem is the manner in which these courses are presently taught, rather than the intent of the courses. Denemark (1967) suggests a major departure from the usual "treatment of educational philosophy and sociology by organizing these studies around the tasks of the teacher rather than around such organizing principles as the various schools of philosophy, concepts and usual stratification, etc. The point of departure would be those problems and decisions confronting the teacher, with systematic treatment of foundational content only as it could be shown to be relevant to these practical concerns."

Even so, Andrews (1967) states that the problem may be readiness. Readiness is one of the primary reasons why professional courses are not enthusiastically received or appreciated. Furthermore, the students achieve a low level of genuine understanding since much of the material appears to be learned at the level of verbalism only.

Wiles (1967) appears to be the most negative concerning educational philosophy and educational social foundations courses. The following quotation illustrates his negativism:

In the courses that we know as foundations of education, tradition has built up a requirement of a series of courses which have little meaning to the beginning teacher. For example, what does philosophy of education, social foundations of education, and psychological foundations of education really mean? What do they give that is essential for a person starting to teach? Much more basic to a teacher in preparation is an understanding of communication, human relations, group development, intergroup interaction, leadership, community power structure, and personality dynamics. Foundations of education should be those understandings which enable a teacher to perform more effectively in the classroom and faculty.

In conclusion, the point is not that these courses are not important, but that they should be offered at the Master's level, after the teacher has taught and is ready to learn and appreciate the content. Finally, it is a matter of priorities. As Wiles (1967) remarked above, there are courses much more basic to preparing the teacher to perform effectively in the classroom.

Summary of Curriculum

In order to add clarity and cohesiveness to this paper as the program in Agricultural Education is presented, the eleven abilities, skills or roles that were presented in the first section of this paper will be matched with the courses that were offered in this section of the paper. The matches are presented in Table 4.

Table 4. Matches Between Courses
And Roles

COURSES	ROLES
Agricultural Education 223	FFA Professional Role and Development Coordination and Super- vised Occupational Experience Programs
Agricultural Education 352	Instructional Planning Instructional Execution Instructional Evaluation Guidance
Agricultural Education 423	Program Planning, Develop- ment and Evaluation School/Community Relations Adult Education
Agriculture 422	Instructional Management

INSTRUCTION

One of the more reliable education research findings is that teachers tend to teach the way they were taught. For this reason the methods of instruction used with prospective teachers are very important. The teaching in a college of education should be a model for the kind of practice expected in the schools. Howsam (1976) states that "professors of education should exemplify what they explicate." In other words, the teacher education should "practice what they preach", This means that college instructors must incorporate the same principles of instruction in their own teaching that they wish to engender in their students. If teachers are to become competent professionals, they must be prepared by competent teacher educators. Course outlines, learning modules, lectures, demonstrations, evaluation practices, and student advising should all exemplify principles of effective teaching. It is quite possible for a student to learn more from the method that the teacher uses than the content of the course. According to Howsam (1976), "Teachers are more likely to identify a person than a course or program as a key influence in a career decision or personal development."

Silberman (1970) presents a similiar point of view on his discussion of the "New School" approach of North Dakota. The philosophy of the new school is to teach its students the same way it would have them teach. Actually doing the things we ask

our students to do gives the teacher a special understanding. In other words, "do as we do, not just as we say."

Although this educator believes in the idea presented by Silberman, the "New School" approach should not be interpreted as treating college students like elementary or high school students. In other words, the method of presentation of content would be practically the same, but the speed, verbal and non-verbal communication between the college and elementary or high school students would be different. Nevertheless, college teacher educators should practice the methods that they teach.

In the Methods of Teaching Vocational Agriculture class, the teacher will use and demonstrate the methods of teaching as he/she teaches these methods. Many method's teachers lecture while they tell the student that many different methods of teaching should be used. The teacher in the methods course could invite a resource person to speak to the class on the importance of using resource people. The teacher could use the supervised study method while teaching the techniques of supervised study. The teacher could schedule a field trip and demonstrate how a field trip should be conducted. The teacher should also effectively use visual and audio teaching aids effectively. Needless to say, the "teach as you teach" approach should not be limited to the methods class. All the professional educational classes should use the instructional method that is the most appropriate.

NCATE stresses the use of field experiences and clinical experiences. According to NCATE, "clinical experiences confronts

the student with individual cases on problems, the diagnosis and solution of which involve the application of principles and theory . . . under the guidance of an experienced teacher." This Agricultural Education program will use clinical experiences in two courses. The students in Psychology of Human Development and Learning (Education 211) will tutor a student in vocational agriculture as part of the class requirement. Furthermore, the student teacher will conduct a case study as part of the student teaching requirement. Both of these clinical experiences will be conducted and the supervision of both the cooperating teacher and university supervisor.

As mentioned above, instruction in all courses should utilize a variety of appropriate instructional alternatives which are assumed to: (1) increase effectiveness of the agriculture education preservice curriculum, and (2) enable future agriculture educators to utilize effectively a variety of educational media and materials during their own teaching opportunities. Operationalizing this curriculum requires not only utilization of a wide variety of instructional alternatives but also faculty and student awareness of the modeling that is intentionally planned to occur in every class.

To understand how this curriculum is experienced by students, it is useful to apply Cruickshank's model in which instructional alternatives are viewed as functions of: (1) types of experiences and (2) use of reality. Classroom activities are classified as:

1. First-hand (concrete), real experiences
2. First-hand, modeled experiences
3. Second-hand (vicarious), real experiences
4. Second-hand, modeled experiences
5. Abstract, no access or use of reality

For a further explanation of this model refer to Appendix C.

In this preservice curriculum first-hand (concrete) experiences are planned through direct, in-school teaching opportunities predominantly during the early student teaching experience and the regular student teaching. Early, concrete activities are assumed to enable preservice teachers to identify with the role of the educator so that general studies and theory-related experiences will be perceived through a "teacher bias."

Similarly, students would participate in concrete, first-hand experiences with models of reality during all four years of the preservice education program. First-hand, "doing" opportunities would be experienced through the following strategies offered in a wide variety of professional studies courses:

1. Microteaching -- Ag. Ed. 352, 411
2. Simulations and/or Simulation games -- Ag. Ed. 223, 423
3. Reflective Teaching -- Ag. Ed. 352

For a brief explanation of these instructional alternatives refer to Appendix D.

Second-hand or vicarious exposure to the real world of teaching would occur during all the professional education courses. The content and theory, for the methods course also

would be grounded in use of non-fictional books, pictures, documentaries, and case studies depicting real world teaching questions. Theory, concepts, and factual details presented in these classes would be relevant to questions introduced by recordings of classroom life.

Second-hand, modeled teaching opportunities would exist to some degree in most professional and general studies courses. However, they are replaced by reality-based (as opposed to fiction-based) instruction to the extent it is financially, technically, and humanly possible and is deemed appropriate.

Lastly, although "abstract" experiences involving use of words and symbols would occur to varying degrees on most learning situations, use of words without access to reality would rarely occur in this curriculum, especially those within direct control of the agricultural education faculty.

In conclusion, decisions regarding choice of instructional alternatives would be based on assumptions, research, and conventional knowledge regarding which instructional alternatives most effectively and efficiently move students toward the best teaching possible. In the opinion of this educator, whatever the arrangement for instruction might be in any teacher preparation program, the teacher, the instructor, or the professor is the most important variable for the outcome of learning achievement.

RESOURCES AND FACILITIES

The NCATE standards on resources and facilities touch only three areas: 1) the library, 2) the materials and instructional media center, and 3) physical facilities and other resources.

The standards for each are:

1. Library: The library quantitatively and qualitatively supports the instruction, research, and services pertinent to the needs of each teacher education program.
2. Materials and Instructional Media Center: A materials and instructional media center for teacher education is maintained either as a part of the library, or as one or more separate units, and supports the teacher education program.
3. Physical Facilities and Other Resources: The institution provides physical facilities and other resources essential to the instructional and research activities of each basic program.

The Standards For Quality Vocational Programs In Agricultural/Agribusiness Education (1977) includes the following within the section on facilities and equipment:

1. Modern livestock, greenhouse, agricultural mechanics, and experimental farm facilities are used in the teacher education program.
2. The teacher education faculty in agriculture is provided adequate office and conference space and equipment.

3. An exemplary classroom of the type recommended for local vocational agriculture/agribusiness programs is available for instructional activities in agricultural education. The classroom is adequately equipped with appropriate furniture, audio-visual equipment, and reference materials.
4. The institution provides a resource center, which is used by the staff and students in agricultural education for the development of lesson plans and instructional aids.
5. Standards and contemporary reference materials in agricultural education, vocational education, and technical agriculture are available.
6. The agricultural education faculty confers at least annually with the appropriate campus library staff to review holdings and acquisitions and to discuss other needs.

The facilities for the Agricultural Education teacher education department should serve as a model for high school programs. As a result, the facilities in this program will include a separate vocational agriculture building. The building will include a classroom, shop, storage rooms, tool rooms, conference room and restroom facilities.

The classroom will be designed especially for undergraduate students in agricultural education courses. This room will be similar to the better high school agriculture classrooms. It will be large enough to provide sufficient space for many individual and group activities. The classroom will be equipped with tables and chairs so that it represents a flexible type of facility for such small group activities as committee meetings, role playing, and other simulated activities.

The shop will meet the state regulations in regard to space, safety, tools and equipment. Selected agricultural mechanics courses, which include similar subject matter taught in the high schools, will be taught in the shop. These courses include: Methods of Teaching Agricultural Mechanics, Farm Power and Equipment and Farm Electrical Power.

Other agricultural resources will be available to the agricultural education student. A model greenhouse will be utilized for instruction in horticulture. The animal science program will have adequate buildings, farms and livestock. The plant science program will have adequate demonstration plots. The Agricultural Economics Department will demonstrate how the university farm can be self-supporting through exemplary management practices.

A media center will be operated jointly with the library. The media center will include a film library containing as many "good" films, filmstrips, cassettes, film loops as can be collected. Curriculum guides from the various states will be available for use. Model lesson plans from various universities will be included. These will be used in classes where criteria for judging these things will be explained, and they will be available for review by students at their leisure so that they may go into the classroom with a list of some good media that can be used for specific purposes.

The center should contain all equipment that might be available for use in a school. The students will be given instruction

in the use of this equipment so that optimum value might be achieved. This equipment will include: movie and filmstrip projectors, video tape, film loop machines, tape recorders, record players, opaque projectors, overhead projectors as well as things not generally thought of in this category like liminators and ditto machines.

Of course, the students in the agricultural education program will have complete access to the university library system. All periodicals in agricultural education and professional education as well as an extensive collection of books, pamphlets, bulletins, and monographs will be available for their use.

Finally, in addition to the agricultural education facility and support staff, outstanding cooperating schools, cooperating teachers and university faculty will be used to meet the needs and demands of the curriculum and students.

ADMISSION TO PRESERVICE TEACHER EDUCATION

In the words of Chandler (1971), "if it is true that teaching is one of the most important professions, it follows that only the best should teach. The teaching profession should attract the brightest minds, the finest personalities, and the most committed young people. In electing this life of service, prospective teachers can look forward not only to finding personal fulfillment, but also interest and excitement in working with the minds and talents of others." Teaching is a complex and demanding profession. Certain qualities are essential for successful teaching. It is important that those who have chosen teaching or who are considering teaching as a career evaluate themselves carefully and candidly.

According to Olmsted, Blackington and Houston (1974), "schools of education should accept only candidates who are Child Focusers, Pragmatists, Task Focusers and, perhaps, Contented Conformists." A "Child Focuser" has a singled-minded devotion to the pupil as an "unfinished personality whose special needs a teacher must understand and serve. A "Pragmatists": is confident that they can learn through experience, prefers quiet horse trading to dramatic confrontations, carefully selects allies who carry weight in the informal structure, protects their lines of retreat, is a good organization member and accepts responsibility, grumbles less than most teachers, and defends the school to outsiders even when they themselves are critical of system policies.

The "Task Focuser" considers the main business of the teacher is to guide pupils in mastering their assignment. The "Contented Conformists" do what is expected of them, conscientiously and with as much skill as they can master. Their central attraction of teaching remains the achievement of personal goals.

A decision that teacher education programs must address is whether students should be allowed to self-select themselves into the program or whether there should be strict requirement for admission. The humanistic philosophy of this educator would tend to favor an open admission or student self-select policy. The student has a right to fail. However, my limited experience in teacher education has lead me to believe that admission to teacher education programs should be selective. Although the student has a right to fail, the student doesn't have that right to fail at the expense of many elementary or high school students that he/she may be attempting to teach. According to Haberman and Stinnett (1973), "while good students in teacher education are not exactly born, neither can they be produced from scratch. Many are naturally predisposed to learn what the faculty and future employers value, but others are inclined to perceive and reinforce what present representatives of the system do not value." The direction and nature of changes will be a function of the students' personality, values, and life style; certainly not inherent but shaped before admission.

Seaman (1977) states that "traditional criteria of admission should be replaced by the professional judgement of experts

centered around observation of the students' work in field experiences and by use of interviews, oral examinations, and simulations." Seaman further recommends that the criteria for selection should at least include evaluation of emotional maturity, moral and ethical fitness, health, demonstrated ability to work with children and youth, academic aptitude and intelligence, academic achievement, demonstrated competence in speech and basic skills, and professional interest and motivation.

From the readings of Chandler, 1971; Haberman and Stinnett, 1973; Olmsted, 1974; Seaman, 1977 and Olson, 1975 plus experience and personal bias, the following is the procedure that I recommend for admission to teacher education programs:

Step 1: Enrollment in an Introduction to Education Class.

This course would be designed to assist the prospective teacher in evaluating personal qualifications in relation to professional demands.

Step 2: Early Student Teaching. This would be recommended to be the Fall of the sophomore year. The student would be placed for one month in a rural school, one month in a suburban school and one month in an intercity school. Before the students arrive at their assigned schools, they would attend two or three short seminars on lesson planning and general procedures. In order to prevent scheduling conflicts with normal university scheduling, two alternatives are possible. First, the student would be

placed for only two or three days per week while taking college courses on the other days. Second, arrange with the university scheduling administrator to offer select even courses for the early placement student teachers.

The objectives of this early student teaching are to make the education courses more relevant, help students become more aware of a teacher's role in a school and help the student decide if he/she really wants to be a teacher. Many times a student spends four years in college and after doing his/her student teaching the last session, they decide that teaching is not for them. Haberman and Stinnett (1973) recommend that the student should complete an intensive period of teaching experiences before full admission to teacher education. This will give them some basis for answering the question, "Do I want to be with children and other teachers in a building like this every day?"

Step 3: Enroll in a Pre-admission Seminar. This class will meet two hours per week with a committee of three faculty members. The classes will not be allowed to have enrolled more than 25 students. The participants will analyze field experiences and discuss the general and personal variables which are to be considered in opting for a career in education. Furthermore, the students will be asked to do the following:

1. Plan and teach a short lesson in the class.

2. Present a video taped lesson with an elementary or high school class.
3. Submit an auto-biographical of "Why I Want To Be A Teacher"?

This seminar would be to serve to evaluate the student's personality, verbal skills, and teaching characteristics that are already present (enthusiasm, clarity, withitness ability to re-inforce learners, task orientation, etc.)

Step 4: Participate In An Interview With A Committee of the Teacher Education Faculty. Haberman and Stinnett (1973) state that "selective judgements of professional experts (faculty and practitioners) regarding self-selected students are the ultimate basis for full admission to programs of teacher education." The interview will be of an informal nature and will actually be more like a personal discussion between the student and a faculty member. The purpose of the interview is to attempt to recognize serious problems (attitude or aptitude) and offer the student the appropriate advice.

Step 5: Formal application. Traditional admission criteria such as college requirements and objective examinations will be used, but they will not automatically limit a student's admission if the early student teaching, seminar and interview suggest that the student will be a successful teacher. Nevertheless, the following formal items will be required for admission:

1. Health examinations
2. Speech test
3. Vocational interest inventories
4. Personality Adjustment Scales
5. Achievement and Mental Ability Tests
6. College GPA

In conclusion, what is the criteria for admitting students into the agricultural education teacher education program? Performance potential. As a result of the introductory class, early student teaching, pre-admission seminar and interview, the faculty and cooperating teacher of each student will make recommendations for approval or non-approval for admission to the teacher education program.

What are the criteria for approval or non-approval? The student must exhibit performance potential in verbal ability, enthusiasm, drive and initiative, variability, warmth, and directness. Again, it is not necessary that the students presently exhibit these characteristics, but that they exhibit the potential to be developed. (This can be compared to baseball, basketball, or football "tryouts" for the team. The coach's job is to teach and develop a team, but he/she has to have players with potential before a successful team can be assembled.) A committee will review the recommendations of each student and decide whether or not they will be admitted to the program.

Why the formal application? This will be used for research at a later date in order to evaluate the subjective admission standards compared to objective measurements. The formal application requirement must be completed, but the information contained within will not be used as an admission requirement.

FACULTY

In the largest measure, teacher educators in agriculture occupy the major role in the process of preparing teachers with proficiency in agriculture. They represent the profession at the collegiate level and must be responsive to changing needs requiring adjustments in any and all aspects of the curriculum. According to Cardozier (1967), "a prime responsibility, and one not easily discharged, is to interpret the special needs of vocational agriculture teachers in terms of knowledge, understanding, attitudes and skills and to establish a curriculum which meets these requirements, a major part of which is oriented to agricultural subject matter."

The teacher educator cannot play his role effectively unless he has some knowledge of agricultural subject matter. In addition, he needs some knowledge of agricultural subject matter for illustrative use in his own teaching of agricultural education courses. Without it, his teaching becomes sterile and he only has minimum knowledge required to judge the effectiveness of his product.

NCATE stresses in Standard 3.1 that the faculty members' preparation reflects "rich and varied backgrounds appropriate to the programs offered." (Refer to Appendix A.) Secondly, NCATE emphasizes meaningful involvement with the public schools. (The other standards of NCATE that relate to faculty basically relate to administrative management of faculty.)

The National Standards for Quality Vocational Programs
in Agricultural/Agribusiness Education includes the following
standards relating to faculty:

1. Seventy-five percent of the agricultural education faculty have an earned doctorate degree; 100 percent have earned masters degrees in agricultural education, or the equivalent.
2. All faculty meet requirements for certification to teach vocational agriculture/agribusiness, including at least three years of successful teaching experience in vocational agriculture/agribusiness in the area or areas in which the faculty member is providing leadership.
3. Members of the agricultural education faculty have twelve-month appointments.
4. Faculty members have shown evidence of achievement in research and writing as measured by publications and research projects.
5. Faculty members have demonstrated leadership roles and are participating in professional organizations and state and national professional improvement meetings.
6. A minimum of two FTE faculty are employed to help students learn needed competencies in agricultural education, to advise students, and to supervise intern experiences. One FTE faculty member is provided for each ten degree/certification recipients (B.S., M.S., and Ph.D.). An equal number of FTE faculty members provide research and/or in-service functions.

For the purpose of describing the faculty component of this agricultural education teacher education program it would be appropriate to deal with some of the abilities which this program requires in addition to the abilities mentioned in the information of this section of the paper. The identification of teacher abilities is a, somewhat, complex task due to the fact

that all the variables used are relative to the perception of whoever is attempting to describe them. Cruickshank proposes some worthwhile suggestions for achieving this goal. They are as follows:

1. Performing a task analysis of what teacher educators do;
2. Determining what effective classroom teachers do and preparing teacher educators to produce teachers who do those things;
3. Determining what classroom teachers do in special settings with special organizational patterns or curricula and preparing teacher educators who can produce teachers for those settings;
4. Soliciting teacher educator abilities from teacher educators themselves;
5. Culling ideas about the education of teacher educators from theorists.

Furthermore, Cruickshank states that "if primary and secondary teachers are to bring about pupil gain and pupil satisfaction, then teacher educators should be expected to develop those abilities in them." Therefore, Cruickshank lists the following three abilities that the teacher should possess in order to bring about student gain and pupil satisfaction:

1. They must know what kinds of pupil gain and satisfaction are promoted;

2. They must know what teacher abilities cause the desired pupil outcomes and,
3. They must know how teachers can best gain the abilities which promote the desired pupil outcomes.

As mentioned before, the teacher educator should possess many more abilities than that of a classroom lecturer. Woods (1974) lists the following abilities needed by teacher educators:

- o Be capable of accepting and adjusting to change-- and serving as a change agent within the educational profession;
- o Must be master teachers themselves, able to demonstrate not just talk about new methodology;
- o Demonstrates familiarity with and ability to communicate to others contemporary trends and issues in the subject matter field, its pedagogy, and education generally;
- o Not only has a realistic, positive self-image, but encourages students to recognize their own possibilities and limitations and capitalize on them;
- o Ability to work with preservice and inservice teachers selecting from own background of preparation the knowledge and learning experiences that reflect an adaptation to changes in education and are pertinent to the learner's needs and the potential needs of the students with whom the learner (as teacher) works;
- o Be able to relate his subject in diverse ways to the experiences of the students and to the social, economic, and political issues of the day;
- o Be familiar with the resources of his subject field-- books, films, records, professional associations, etc.;
- o Background of successful teaching experiences at the level of education in which he is preparing students to teach;

- o Be able to engage students in varied patterns for learning: large group, small group, individualized instruction;
- o Flexibility to try new ideas and concepts, such as competency based teacher education;
- o Be able to evaluate the soundness of research in his field;
- o The ability to show respect, concern and compassion for individuals;
- o The ability to analyze instructional procedures and draw conclusions about their effectiveness as they are used to achieve stated goals;
- o Uses diverse instructional strategies;
- o Competency to cooperate with others in the teacher education program such as subject matter professors, school teachers, educational foundations people, etc.

The agricultural education program that this writer proposes would endorse the abilities recommended by Woods wholeheartedly.

However, Haberman and Stinnett (1973) express concern that faculties in teachers colleges are becoming too specialized resulting in narrow thinking and fragmented instruction. "Specialization is a necessary condition for advanced study and research. On the other hand, the specialist risks being unable to deal with total problems and real programs because of overly narrow concepts and methods of analysis." The center of the problem would alleviate itself if programs would insist on a wide, interdisciplinary background to go along and complement the specialization. Higher education has always been characterized by an area of specialization and, it is the belief of this author, that it will continue to be characterized as such. Faculties

need to have a concentrated level of expertise, but just as important, they need to branch-out and absorb some of the other qualities which comprise our worldly body of knowledge.

Howsam (1976) is equally concerned with the emphasis on specialization in one area only. As a result, Howsam (1976) makes the following recommendations: "That in addition to in-depth study in a single area, teacher educators study each specialization in an in-breath context. Teacher educators must become more knowledgeable about, and sensitive to, the relationship of their own specialty to all other specialty areas in professional preparation." (p. 105) This is especially true in agricultural education. This writer believes that a faculty should have a variety of technical backgrounds represented by its members. There are a number of specialty areas within agriculture (i.e., horticulture, agricultural mechanics, natural resources, etc.) and as much as possible, a faculty should have a person with some background in one or more of these areas.

SUMMARY

As a result of the NCATE standards, the National Agricultural Education standards, review of selected reading and personal bias, the faculty of the Agricultural Education Teacher Education Program must meet the following requirements:

General

1. Hold a doctorate in Agricultural or Vocational Education or have plans for pursuing a doctorate. (Exceptions could be made if appropriate comparable experiences are justified.)
2. Be actively involved in the supervision of student teachers.
3. The teacher will return to the field to teach for a minimum of three months at least every five years.
4. Obtain instruction in effective teaching, simulation and microteaching.
5. Exhibit outstanding leadership abilities.
6. Allow themselves sufficient time for their own professional growth.
7. Be an outstanding teacher.
8. Be a moral, caring, effective and integrated person.
9. Be able to accept, adjust to change, and flexible enough to try new ideas.
10. Be an effective advisor.
11. Be able to discuss trends and issues in the field.
12. Possess a positive self-image and the ability to encourage students to recognize their own possibilities and limitations and to capitalize on them.

13. Be familiar with resources in the field.
14. Be cooperative with others.
15. Be competent to practice what they teach.
16. Ability to keep in contact and to communicate with local school districts and programs.
17. Be able to act as a change agent.
18. Be able to conduct follow-up studies and program self-evaluation.
19. Be able to recruit quality teacher education students.
20. Be able to work effectively with advisory council, state staff, and local boards.
21. Be knowledgeable of approaches and strategies for supervision of teachers either by planned field experience or actual supervisory experience.
22. Be highly competent in at least one technical area of agriculture

Experience

1. Have a minimum of three years of relatively successful teaching in the field of agricultural education.
2. Have been involved in activities within the field which were beyond the responsibilities of held positions.
3. Be actively involved in professional organizations.
4. Possess technical experience.
5. Show evidence in successful research, writing and consulting.
6. Have preparation in instructional techniques, teaching and learning theory, curriculum development and theory, and methods of program evaluation.

In conclusion, the above lists are not intended to be inclusive. However, the list is intended to stress some of the most important requirements that teacher educators must possess. In the final analysis, the teacher educator must have the ability to teach with the end result being a product that can effectively perform the roles, skills and abilities listed in the role of the teacher section of this paper.

EVALUATION

Evaluation, which should be an integral part of any educational endeavor, is necessary in the development of any effective program of teacher education. Efficient planning and administration are not possible without evaluation. The importance of the teacher education program to the effectiveness of our educational system makes it essential that we know why programs exist, what transactions are occurring in the programs, what were and are the antecedents, what are the outcomes of the programs, why the outcomes are occurring, and whether the outcomes are consistent with societal needs and goals.

According to Sjogren (1972), "the purpose of the evaluation is not to 'prove' that a particular program is good or best. This is virtually impossible in evaluation as it is usually done. Rather the purpose of the evaluation is to provide information for making decisions about the program by the staff participants, and potential participants of the program, by those funding the program and by persons who might be interested in starting a similar program. The evaluation should describe well what is happening in the program and what the outcomes of the program are. The evaluation should also be designed so that it provides data and information that will permit systematic examination of the assumptions underlying the program.

For evaluation to be useful for decision-making purposes it should be part of the on-going administrative process and not thought of as a separate operation. It should be designed so that it provides a systematic monitoring of the inputs into the program, the processes or the transactions that take place, the outputs of the program, and the contingencies or relationships among these components. Further, the evaluation should incorporate a study of the congruence or agreement between the intents of the program and the observations of it. Although there may be continuous evaluation of the program, the true worth of the program cannot be obtained until it is judged against definite criteria or objectives.

According to Haberman and Stinnett (1973), "the ideal standard for evaluating teacher education is a product criterion that connects the services of educational personnel with their programs of preparation." NCATE makes a similar statement, "The ultimate criterion for judging a teacher education program is whether it produces competent graduates who enter the profession and perform effectively." Baird (1978) reminds us that "programs are organized for the benefit of students, prospective or inservice teachers, not for the benefit of institutions or individuals working there."

The comments in the two preceding paragraphs are consistent with NCATE standards 6.1 and 6.2. (Refer to Appendix A.) The National Standards for Quality Vocational Programs in Agricultural/Agribusiness Education lists the following two standards concerning evaluation:

1. A continuous systematic evaluation and an annual review of the teacher education program is conducted with the assistance of the advisory committee, state staff, employers, and graduates as is based upon stated objectives included in the long-range and short-range plans.
2. The National Standards for Quality Vocational Programs in Agricultural/Agribusiness Education are used in evaluating the Teacher Education Program.

The process of evaluating programs is usually considered as two categories, formative and summative evaluation. Formulative evaluation is concerned with evaluating the process. Haberman and Stinnett (1973) would classify presage and process evaluation in the formative evaluation category. Presage evaluation refers to all the common characteristics usually used to predict in advance that an educational effort will be effective. Examples of presage criteria are: family background, years of teaching experience, number of faculty with doctorates, professional criteria, legal criteria, public criteria, and university criteria. Haberman and Stinnett (1973) state that "predicting quality in advance by using the foregoing criteria is, at best, a risky, ill-advised procedure.

Process criteria are used to evaluate what actually happens during the program, on the assumption that particular activities lead to desired goals. Some examples of process criteria are: Do pupils decide their own activities? Do teachers ask questions that require conceptualization on various levels? Do teacher education programs offer courses on how to teach reading? Students, faculty, and administrators establish their own criteria, use their

own ways of measuring, and set their own levels of minimum or desirable standards. Some other process criteria that people use to evaluate programs are according to size, newness, facilities personnel, grants, special projects and new policies, among others.

Summative evaluation refers to evaluation of the end-product. The end-product in this case is the graduated student from the teacher education program. Haberman and Stinnett (1973) refer to summative evaluation as product evaluation. "Product criteria are usually referred to as "hard-nosed" and many consider them the only valid ones for assessing any educational program. Product criteria include pupil achievement scores, teacher behaviors related to pupil scores, and teacher training activities that lead to specific instructional behaviors."

Agricultural Education Teacher-Evaluation Plan

Formative Evaluation

1. Opinions of Students: Undergraduates, because of their close association with certain segments of the teacher education program, are in a strategic position to evaluate their educational experiences. According to Bender (1967), some of the areas particularly applicable to evaluation by undergraduates are:

- (1) To secure opinions concerning the value of various divisions of the curriculum, groups of courses, and specific courses.

- (2) To determine the number and kinds of extra curricular activities in which students are engaged and to obtain their opinions of the value of these activities.
- (3) To identify strengths and weaknesses of the guidance and counseling system.
- (4) To identify strengths and weaknesses of the recruitment and selection procedures utilized.
- (5) To identify strengths and weaknesses in student teaching and other field experiences.
- (6) To obtain opinions regarding the evaluation and placement procedures utilized.

2. Department Self-Evaluation: The total staff in agricultural education would gather evidence concerning special segments of the program or the entire program, and critically analyze and compare their findings with the proposed objectives. This self-evaluation is most essential. Without self-evaluation, the program would probably become resistant to all forms of evaluation, change, and improvement.

3. Advisory Committees: The use of lay persons in evaluation is becoming increasingly accepted in the field of vocational education. While these people probably do not have the expertise to evaluate the specifics of the program, they can provide input as to how the graduates work with adults and the community, both of which are important parts of a Vocational Agriculture teacher's job.

4. Cooperating Teachers: It is felt that these people can be an excellent source of evaluation of the preparation the student teachers have received prior to the practicum. They can evaluate the appropriateness of the students' preparation by how they perform in the student teaching experience.

5. Accreditation Evaluations: It is felt by this educator that participation in accreditation evaluations is very important for departmental reputation and morale. The department will actively participate in both state and NCATE evaluations to further promote continuous study, development, and improvement.

6. Visiting Teams: Specialists, or other qualified personnel with no affiliation with the college or university formulating special visiting evaluating teams, have been used very successfully in evaluation of elementary and secondary teacher preparation programs.

In many instances, personnel directly associated with or affected by the program in a state are too close to many aspects of the program to critically appraise its overall effectiveness. The involvement of educators from outside the state enables them to make comparisons with the methods and accomplishments of other teacher education programs.

Summative Evaluation

7. School Administrators: Administrators and supervisors in schools with vocational agriculture departments are an excellent source of professional judgment regarding the competence of their teachers of agriculture and the educational program which prepares them for such work. They are responsible, more than anyone else, for the observation and evaluation of their teachers. Because of broad experiences with teachers of various subjects, they have the

ability to relate a teacher's effectiveness to that of other teachers on the faculty.

8. Obtaining Opinions of Graduates: Former graduates, having the experience of testing themselves in postcollege responsibilities, are in an excellent position to appraise critically certain segments of the teacher education program. Perhaps no other group can provide a more valid appraisal to serve as a basis for improving the program. Former students know better than not to make an acceptable beginning as well as advance in a profession.

9. Follow-Up Studies: As mentioned earlier, the ultimate evaluation of any program is the performance of its product.

Follow-up studies can be used to evaluate the students that have completed the program, and through this the teacher roles mentioned in the first section of this paper, and intended program outcomes can also be assessed to determine if they are appropriate. Other aspects of the program can be indirectly evaluated by follow-up studies.

The follow-up studies of former graduates that are teaching vocational agriculture would include four groups of educators. These groups would include the university staff, principals, state agricultural education supervisors, and the teachers themselves. Each group would be asked to rank the teacher on the roles, abilities and skills listed in the role of teachers section of this paper. (Refer to Appendix E for a condensed sample evaluation form which could be used.)

In the final analysis, the product will determine whether the program is a winner or not. The teacher education program can be compared to a football team. The players may know their roles, the coaches can deliver instruction, the coaches can have a model training plan curriculum, the resources and facilities may be the best, the recruitment program may be highly rated; but, if the team does not produce (win), the evaluation of the program is obvious. In order for the teacher education program to be a winner, it must produce a teacher that can bring about student gain and satisfaction.

HOW IS THIS PROGRAM DIFFERENT FROM OTHER PRE-SERVICE
AGRICULTURAL EDUCATION TEACHER EDUCATION PROGRAMS?

The following is a brief explanation of how this agricultural education teacher education program differs from other programs. In all cases these differences were addressed in the context of the paper. Therefore, only a summary statement will be given here.

1. The students will be required to student teach during the sophomore year.

Explanation: The student teacher will spend one month in a rural school, one month in a suburban school, and one month in an intercity school. This experience is much more involved with teaching than the early experience programs.

2. The students will not be required to take an educational philosophy and educational sociology course.

Explanation: The students are not ready to take these courses. Other courses are more important for preparation for being a teacher.

3. The methods class teacher will practice all the methods that he/she teaches.

Explanation: Many teachers lecture only on the different methods of teaching without ever varying their method of teaching. The methods teacher will "practice what he/she preaches."

4. The agricultural education teacher education program will operate within a facility that will serve as a model for high school programs.

Explanation: Future teachers should be aware of the facilities and resources in which they will soon operate. This is especially true for greenhouses and agricultural mechanics shops. The students will be exposed to facilities that will better prepare him/her to adjust to the job.

5. A curriculum and media laboratory will be utilized.

Explanation: Vocational Agriculture is a diverse field. There is no way that the graduates can be experts in all the areas of agriculture. A library of films, slides, curriculum guides and lesson plans from various agencies throughout the nation will be accumulated.

6. Students will be admitted to the teacher education program on the basis of performance.

Explanation: Students will have a chance to make reports in the Education 211 class; they will teach in the early student teaching class; they will have a chance to discuss their perception of teaching in the seminar. The student

will be interviewed. The bases for this process is to observe students' verbal ability, enthusiasm, drive, ability to accomplish a task, variability, warmth and directness. If a student has little potential, they will not be admitted to the program.

7. The primary basis for evaluation of the program will be the performance of graduates that are teaching.

Explanation: Presage and process criteria are not effective evaluation measures. They only evaluate what a program should be like. The ultimate test is the performance of the product.

8. The curriculum offers a "built-in" double major.

Explanation: The student will major in a particular technical field of agriculture along with a major in agricultural education. This allows for recruitment of more high quality students. This arrangement makes it easier for the student to decide if he/she wants to teach since they have an alternative.

APPENDIX A

ED: F&R 918/923

D.R. Cruickshank

NCATE STANDARDS FOR BASIC TEACHER EDUCATION PROGRAMS

Program for the initial preparation of teacher through the Fifth-Year Level, including M.A.T. Programs. Effective 1979.

- 2.1 Design of Curricula
Standard: Teacher education curricula are based on explicit objectives that reflect the institution's conception of the teacher's role. There is a direct and obvious relationship between these objectives and the components of the curriculum.
- 2.1.1 Multicultural Education
Standard: The institution gives evidence of planning for multi-cultural education in its teacher education curricula including both the general and professional studies components.
- 2.2 The General Studies Component
Standard: There is a planned general studies component requiring that at least one-third of each curriculum for prospective teachers consists of studies in the symbolics of information, natural and behavioral sciences, and humanities.
- 2.3.1 Content for Teaching Specialty
Standard: The professional studies component of each curriculum for prospective teachers includes the study of the content to be taught to pupils, and the supplementary knowledge, from the subject matter of the teaching specialty and from allied fields, that is needed by the teacher for perspective and flexibility in teaching.
- 2.3.2 Humanistic and Behavior Studies
Standard: The professional studies component of each curriculum for prospective teachers

includes instruction in the humanistic studies and the behavioral studies.

2.3.3

Teaching and Learning Theory with Laboratory and Clinical Experience

Standard: The professional studies component of each curriculum includes the systematic study of teaching and learning theory with appropriate laboratory and clinical experience.

2.3.4

Practicum

Standard: The professional studies component of each curriculum for prospective teachers includes direct, substantial, quality participation in teaching over an extended period of time in an elementary or secondary school. This practicum should be under the supervision of college personnel who are experienced in, and have continuing experience with, elementary or secondary teaching, and certificated, experienced personnel from the cooperating school. Explicit criteria are established and applied for the selection of school supervisors and for the assignment of college personnel.

2.4

Use of Guidelines Developed by National Learned Societies and Professional Associations

Standard: In planning and developing curricula for teacher education the institution studies the recommendations of national professional associations and learned societies and adopts a rationale for the selection and implementation of pertinent sets of recommendations for each teacher education program.

2.5

Student Participation in Program Evaluation and Development

Standard: The institution makes provisions for representative student participation in the decision-making phases related to the design, approval, evaluation and modification of its teacher education programs.

3.1

Competence and Utilization of Faculty

Standard: An institution engaged in preparing teachers has full-time faculty members in teacher education whose preparation reflects rich and varied backgrounds appropriate to the

programs offered. Each has post-master's degree preparation and/or demonstrated scholarly competence and appropriate specializations. Such specializations make possible competent instruction in the humanistic and behavioral studies, in teaching and learning theory, and in the methods of teaching in each of the specialties for which the institution prepares teachers. These are appropriate specializations to ensure competent supervision of laboratory, clinical, and practicum experiences. Institutional policy will reflect a commitment to multicultural education in the recruitment of full-time faculty members.

- 3.2 Faculty Involvement with Schools
Standard: The institution designs and implements means whereby teacher education faculty have continuing association and involvement with elementary and secondary schools and school personnel, including some meaningful involvement with the public schools.
- 3.3 Conditions for Faculty Service
Standard: The institution enforces a policy which limits faculty teaching load and related responsibilities to make possible effective performance.
- 3.4 Conditions for Faculty Development
Standard: The institution provides conditions and services essential to the continuous development and effective performance of the faculty.
- 3.5 Part-Time Faculty
Standard: Part-time faculty meet the requirements for appointment to the full-time faculty and/or are employed when they can make significant contributions to the teacher education programs.
- 4.1 Admission to the Basic Programs
Standard: The institution applies specific, published criteria for admission to teacher education programs.

- 4.2 Retention of Students in Basic Programs
Standard: The institution applies clearly-stated evaluative criteria and establishes time frames for the retention of candidates in the basic programs. These criteria are reviewed and revised periodically, in the light of the data on the teaching performance of graduates, to increase the probability that candidates will become successful teachers.
- 4.3 Counseling and Advising for Students in Basic Programs
Standard: The institution provides a definitive counseling and advising service for students in teacher education. The service provides for their advisement--from an orientation to teaching through placement in the profession.
- 5.1 Library
Standard: The library quantitatively and qualitatively supports the instruction, research, and services pertinent to the needs of each teacher education program.
- 5.2 Materials and Instructional Media Center
Standard: A materials and instructional media center for teacher education is maintained either as a part of the library, or as one or more separate units, and supports the teacher education program.
- 5.3 Physical Facilities and Other Resources
Standard: The institution provides physical facilities and other resources essential to the instructional and research activities of each basic program.
- 6.1 Evaluation of Graduates
Standard: The institution keeps abreast of emerging evaluation techniques and engages in systematic efforts to evaluate the quality of its graduates upon completion of their programs of study and after they enter the teaching profession. This evaluation includes evidence of their performance in relation to program objectives.

6.2

Evaluation of Results to Improve Basic Programs

Standard: The institution regularly evaluates its teacher education programs and uses the results of its evaluation in the modification and improvement of those programs.

6.3

Long-Range Planning

Standard: The institution has plans for the long-range development of teacher education; these plans are part of a design for total institutional development.

APPENDIX B*

TEACHER EDUCATION

Instructional Program

1. The agricultural education curriculum provides for adequate preparation for teachers of vocational agriculture/agribusiness with coursework distributed as follows:

general education	20-30%
professional education	20-30%
technical agriculture/ agribusiness	30-40%
electives	10%

2. The program of general education contributes toward making the prospective teacher mobile and adaptable with interests, appreciations, and understandings needed to participate effectively in agriculture and education.
3. The social, psychological, and educational foundations are required as an integral component of the instructional program.
4. Field experiences and methods courses in agricultural education are closely integrated in the professional preparation program of teachers of agriculture/agribusiness.
5. Students enrolled in the teacher education program develop the following teaching skills:
 - a. Using the problem solving method
 - b. Planning and conducting demonstrations
 - c. Planning and conducting field trips
 - d. Using community resources
 - e. Providing individualized instruction
 - f. Using teaching aids effectively
 - g. Guiding students in selecting, planning, and conducting occupational experience programs

*Taken from Standards For Quality Vocational Programs In Agricultural/Agribusiness Education. Ames, Iowa: 1977.

- h. Supervising occupational experience programs
 - i. Organizing and using the FFA to strengthen the instructional program
 - j. Applying learning principles in teaching
 - k. Organizing and teaching postsecondary students and adults
 - l. Organizing and advising FFA, YFA, and other leadership developing organizations
 - m. Organizing programs for educating the handicapped and other special need groups
 - n. Providing career awareness and exploration programs in elementary and middle school grades
6. Students enrolled in the teacher education program acquire the following management skills:
- a. Organizing and using a local advisory committee
 - b. Determining community and student needs
 - c. Developing annual and long-range program plans
 - d. Developing a course of study for the local department
 - e. Arranging for adequate occupational experience programs
 - f. Determining and acquiring needed instructional materials
 - g. Determining and acquiring needed facilities and equipment
 - h. Developing and using a filing system
 - i. Organizing and operating a multiple-teacher department
 - j. Evaluating students and programs
 - k. Completing and analyzing annual reports
 - l. Articulating secondary and postsecondary programs
7. Cooperating schools at the secondary and postsecondary levels to be used for student teaching and other field experiences are selected by teacher educators in cooperation with the staff of the state agriculture/agribusiness education section (state staff).
8. Criteria to used in the selection of cooperating schools is developed by teacher educators, state supervisors, and a select group of secondary and postsecondary teachers.
9. Cooperating teachers are prepared for their responsibility during an annual cooperating teacher conference sponsored jointly by teacher educators and the state staff.
10. A minimum of 10 weeks of student teaching is required in the area for which certification is to be granted.
11. Observational experiences and/or other experiences are provided throughout the undergraduate program prior to student teaching and are supervised by the agricultural education staff.

12. Internships in supervised occupational experience for various periods of time are provided in specialty areas in agriculture/agribusiness in cooperation with selected employers to develop needed technical skills in teaching.
13. The teacher education staff provides leadership to undergraduates through the collegiate professional student organization by emphasizing the role of the teacher in professional organizations, to the administration and fellow staff members.
14. Each student is observed and supervised a minimum of three times in the cooperating school by a teacher educator.

APPENDIX C

USE OF REALITY

TYPES OF EXPERIENCE (CONCRETE TO ABSTRACT)	REAL REALITY IS USED	MODELED A MODEL OF REALITY IS USED
	<u>CONCRETE</u> (FIRST-HAND) EXPERIENCE FIELD EXPERIENCE WHEREIN THE TEACHER EDUCATION STUDENT LEARNS THE ABILITY CONCRETELY IN SITU. - TEACHING	LABORATORY EXPERIENCES WHEREIN THE TEACHER EDUCATION STUDENT LEARNS THE ABILITY WHILE HE ENGAGES WITH A MODEL OF REALITY - MICROTEACHING - REFLECTIVE TEACHING - SIMULATORS - SIMULATION GAMES
	<u>VICARIOUS</u> SECOND-HAND EXPERIENCE FIELD OR CLASSROOM EXPERIENCES WHEREIN THE TEACHER EDUCATION STUDENT LEARNS THE ABILITY VICARIOUSLY FROM REALITY OR A RECORDING OF REALITY. - OBSERVING TEACHING - PROTOCOLS E.G. DOCUMENTARY FILMS CASE STUDIES STILL PICTURES BOOKS, NON-FICTION TAPE RECORDINGS	CLASSROOM EXPERIENCE WHEREIN THE TEACHER EDUCATION STUDENT LEARNS THE ABILITY VICARIOUSLY FROM A RECORDING OF A MODEL OF REALITY. - FILM, FICTION - BOOK, FICTION
	<u>ABSTRACT</u> CLASSROOM EXPERIENCES WHEREIN THE TEACHER EDUCATION STUDENT LEARNS THE ABILITY ABSTRACTLY WITH LITTLE OR NO ACCESS TO OR USE OF REALITY OR A MODEL OF IT. EMPHASIS IS MAINLY ON VERBALLY COMMUNICATING THE CONCEPT, SKILL OR ATTITUDE. - WORDS	

PROFESSIONAL EDUCATION: INSTRUCTIONAL ALTERNATIVES WHEREBY TEACHING ABILITIES -- CONCEPTS, SKILLS AND ATTITUDES -- CAN BE LEARNED, SEEN AS FUNCTIONS OF (1) TYPES OF EXPERIENCE AND (2) USE OF REALITY.

D.R. CRUICKSHANK, THE OHIO STATE UNIVERSITY. 5/77

APPENDIX D

A Brief Comparison of Instructional Alternatives in Teacher Education, Which Provide First-Hand Experiences With Models of Reality

D. R. Cruickshank

	<u>Microteaching</u>	<u>Reflective Teaching</u>	<u>Simulators/Simulation Games</u>
Description	Technical skill teaching. The teacher practices a "technical skill" (e.g., set induction) with a small group of pupils who may be peers.	Competitive peer teaching. Several teachers vie to accomplish the same objective with different groups of pupils composed of peers.	Finding out what it's like. Students play themselves or assume the roles of others and participate in a simulated teaching environment.
Objective	To provide teachers with opportunity to master, separately and in combination, about eighteen technical skills of the active phase of teaching.	To provide opportunity for teachers to hypothesize why they were relatively successful or unsuccessful in a teaching task.	To provide opportunity for teachers to experience what it would be like to be a teacher. To provide them with opportunity for problem solving, value clarification and theory application.
Procedure	Teachers select or are given a technical skill to demonstrate. They prepare a brief lesson usually 5-10 minutes long in which, above all else, the skill is observable. The teacher is given feedback about his performance from the college instructor, the peer group, the learners and from a video-tape recording of the lesson.	Several teachers are given the same instructional objective. Following lesson preparation they are each assigned a group of peers and teach them concurrently. At the conclusion of the lesson the learners are assessed to determine how many of them can perform the instructional objective. Reflection and generation of hypotheses follow.	Teachers are provided with an orientation to a role and setting. They assume the role and are exposed to its related complexities. As problem solvers they attempt to reduce or eliminate their difficulties.
Evaluation	The extent to which the technical skill was well demonstrated.	The extent to which the group can generate hypothesis regarding variables which affect learning.	The extent to which the teachers engage in problem solving, value clarification and theory application.
Resource	Allen and Ryan, <u>Microteaching</u>	Cruickshank, <u>Reflective Teaching As An Instructional Alternative</u> (mimeo).	Cruickshank, <u>Simulation As an Instructional Alternative in Teacher Preparation</u>

APPENDIX E

Please rate how well you feel you are performing the activities listed below using the following rating scale.

- 1 = Unsatisfactory--can not perform the activity
- 2 = Below average--activity is performed, but poorly
- 3 = Average--activity is performed in an acceptable manner
- 4 = Above average--activity is performed better than most
- 5 = Superior--activity is performed at the utmost level
- 6 = Does not apply--activity is not required in the program

Indicate your rating by circling the appropriate number.

	Unsatisfactory	Below Average	Average	Above average	Superior	Does not apply
A. Program Planning						
1. Develop written program plans	1	2	3	4	5	6
2. Determine student needs	1	2	3	4	5	6
3. Prepare departmental budgets	1	2	3	4	5	6
4. Complete required report forms.	1	2	3	4	5	6
5. Maintain a summer program of work	1	2	3	4	5	6
6. Evaluate the vocational agriculture/agribusiness program	1	2	3	4	5	6
B. Classroom and Laboratory Instruction						
1. Prepare daily lesson plans.	1	2	3	4	5	6
2. Use a variety of teaching techniques, such as lectures, field trips, resource persons, group discussions, etc.	1	2	3	4	5	6
3. Use a variety of audiovisual aids, such as slide projectors, filmstrip projectors, 16mm film projectors, overhead projectors, etc.	1	2	3	4	5	6
4. Obtain instructional materials	1	2	3	4	5	6
5. Evaluate student performance	1	2	3	4	5	6
6. Maintain student discipline	1	2	3	4	5	6
7. Maintain an inventory of departmental equipment	1	2	3	4	5	6
8. Maintain a filing system	1	2	3	4	5	6
9. Maintain school agricultural education laboratories	1	2	3	4	5	6
10. Provide for safety needs of students	1	2	3	4	5	6
11. Provide guidance to students	1	2	3	4	5	6
C. FFA						
1. Orient students to the FFA.	1	2	3	4	5	6
2. Supervise students in developing a program of activities	1	2	3	4	5	6
3. Prepare students for leadership roles in the FFA	1	2	3	4	5	6
4. Assist students in conducting FFA meetings.	1	2	3	4	5	6
5. Supervise students in advancing in FFA membership	1	2	3	4	5	6
6. Assist students in participating in competitive activities.	1	2	3	4	5	6
7. Assist students in the conduct of FFA fund raising activities	1	2	3	4	5	6
8. Supervise students in the conduct of banquets	1	2	3	4	5	6
D. Supervised Occupational Experience Programs						
1. Establish supervised occupational experience programs	1	2	3	4	5	6
2. Obtain training stations	1	2	3	4	5	6
3. Place students in training programs	1	2	3	4	5	6
4. Develop training plans.	1	2	3	4	5	6
5. Supervise training stations	1	2	3	4	5	6
6. Assist students in recordkeeping	1	2	3	4	5	6
E. Adult Education						
1. Assess needs of adults in the community	1	2	3	4	5	6
2. Organize an adult education program	1	2	3	4	5	6
3. Use resource persons in the adult education program	1	2	3	4	5	6
4. Use teaching strategies appropriate for adults.	1	2	3	4	5	6
F. Public Relations, Advisory Committees, and Professionalism						
1. Establish good public relations with community members.	1	2	3	4	5	6
2. Keep the community up to date through publicity	1	2	3	4	5	6
3. Use an advisory committee	1	2	3	4	5	6
4. Attend professional meetings	1	2	3	4	5	6

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